



ESSEX COUNTY COLLEGE

ANNUAL INSTITUTIONAL PROFILE



September 2013

Office of Planning, Research & Assessment
Dr. Susan C. Mulligan, Executive Dean
Dr. Jinsoo Park, Director



PREFACE

This is the college's 19th institutional profile. The profile fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution." The indicators were originally established by the Commission on Higher Education. These include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and public service and minor capital projects.

This profile is one indicator of our accomplishments and contributions to our community. Our annual *Fact Book* contains more information and may be obtained from our Planning, Research and Assessment Office at Essex County College.



Dr. Gale E. Gibson
Interim President

FOREWORD

This report is the college's 19th *Excellence and Accountability* report now known as our *Institutional Profile*. As in the past, this report contains all mandated accountability indicators. These indicators include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and major capital projects.

During the Fall 2012 semester, the college served 6,569 full-time students (55%) and 5,410 part-time students (45%) for a total of 11,979 students. This is a decrease of 553 students or 4.4% from Fall 2011. Our unduplicated head count for FY 12 was 16,544 students. The college also served a total of 10,433 non-credit students during FY 12 and provided Customized Training to 2,153 students.

The college recognizes that graduation and third-semester (Fall to Fall) retention rates are important outcome measures. The three-year graduation rate of Full-time First-time Degree/Certificate Seeking Students increased from 5.5% to 7.4%. The third-semester retention rate of Full-time First-time Degree/Certificate Seeking Students increased to 49.5% from 50.1%. These increases reflect the college's ongoing commitment to student success.

Essex County College continues to increase its number of graduates. The number of degrees and certificates conferred increased from 1,242 in FY 11 to 1,311 in FY 12, an increase of 69 degrees/certificates or 5.6%. The largest number of degrees granted was in Business Administration, followed by Social Sciences, General Science, Liberal Arts, Education, and Accounting. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the June 24, 2013 issue of *Community College Week*, the college ranked 18th (down from 15th last year) in the total number of Associate Degrees awarded to African Americans in the 2011-12 academic year among two-year colleges.

The general characteristics of the student body remain fairly consistent from year to year. For Fall 2012, the student body is 48% Black, 24% Hispanic, 10% White and 4% Asian (unknown and other = 14%). The male/female ratio continues to be 42% male and 58% female. Three percent of our students are less than 18 years old; 21% are 18 – 19; 20% are 20 – 21; 17% percent are 22 – 24; and 14% are 25 – 29. Twenty-six percent are 30 and older.

Other information such as retention and graduation statistics for various cohorts are not presented in this report but may be found in the college's annual Fact Book.

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ESSEX COUNTY COLLEGE
EXCELLENCE AND ACCOUNTABILITY
2012-2013

II. Data by Category

A. Accreditation status:

1. Institutional Accreditation

Essex County College is accredited by the Middle States Commission on Higher Education and is licensed by the State of New Jersey through the Commission on Higher Education to operate and award associate degrees and certificates.

In March 2013, the Middle States Commission on Higher Education acted: To accept the monitoring report and to note the visit by the Commission's representatives. To remove the warning and to reaffirm accreditation because the institution is now in compliance with Standard 14 (Assessment of Student Learning). To request a progress report due by October 1, 2014.

2. Professional Accreditation

Program	Accrediting Agent
Dental Assisting (Cert.)	American Dental Association/Council on Dental Education/Dental Assisting Section
Dental Hygiene	American Dental Association/Council on Dental Education/Dental Hygiene Section
Nursing	National League of Nursing
Ophthalmic Dispensing	Commission on Optician Accreditation
Physical Therapist Assistant	American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education
Radiography	Commission on Accreditation for Allied Health Education Programs/Joint Review Committee on Education in Radiologic Technology
Respiratory Care/Respiratory Technician (Cert.)	Commission on Accreditation for Respiratory Care (COARC)
Civil Construction Engineering Tech. Electronic Engineering Tech. and Mechanical Engineering Tech.	Accreditation Board for Engineering and Technology (ABET)

B. Number of Students Served:

1. Number of undergraduate students by attendance status: Fall 2012

Attendance Status	Number of undergraduate students	Percent
Full-time	6,569	54.8%
Part-time	5,410	45.2%
Total	11,979	100.0%

(Source: IPEDS Fall Enrollment Survey)

2. Number of graduate students by attendance status: N/A

3. Number of non-credit students served: FY 2012

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	18,286	10,433	708,483	1,574
Customized Training	2,153		16,526	37

(Source: SURE Non-Credit Open Enrollment File and NJIPEDS Form #31, Customized Training.)

¹ Includes all registrations in any course that started on July 1, 2011 through June 30, 2012.

² FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTEs (dividing by 30).

4. Unduplicated number of students for entire academic year: FY 2012

Headcount enrollment	16,544
Credit hours	299,789
Full-Time Equivalent (FTE)	9,993

(Source: IPEDS 12-Month Enrollment Survey)

C. Characteristics of Undergraduate Students:

1. Mean math, reading, and writing SAT scores: N/A

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2012

Total Undergraduate Enrollment	11,979
Number of Students Enrolled in One or More Remedial Courses	4,533
Percent of Total Enrolled in One or More Remedial Courses	37.8%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2012

Total Number of FTFT Students	2,143
Number of FTFT Students Enrolled in One or More Remedial Courses	1,751
Percent of FTFT Enrolled in One or More Remedial Courses	81.7%

First-time, Full-time (FTFT) students enrolled in remediation in Fall 2012 by subject area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	982	45.8%
Algebra	186	8.7%
Reading	254	11.9%
Writing	0	0.0%
English	1,471	68.6%

(Source: SURE Fall Enrollment file)

3. Undergraduate Enrollment by Race/ethnicity, sex, and age, Fall 2012

Table II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2012

	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	489	7.4%	654	12.1%	1,143	9.5%
Black	3,281	49.9%	2,512	46.4%	5,793	48.4%
Hispanic	1,756	26.7%	1,132	20.9%	2,888	24.1%
Asian*	207	3.2%	230	4.3%	437	3.6%
American Ind.	14	0.2%	9	0.2%	23	0.2%
Alien	443	6.7%	486	9.0%	929	7.8%
Race Unknown*	379	5.8%	387	7.2%	766	6.4%
Total	6,569	100.0%	5,410	100.0%	11,979	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II.C.3.b: Undergraduate Enrollment by Sex, Fall 2012

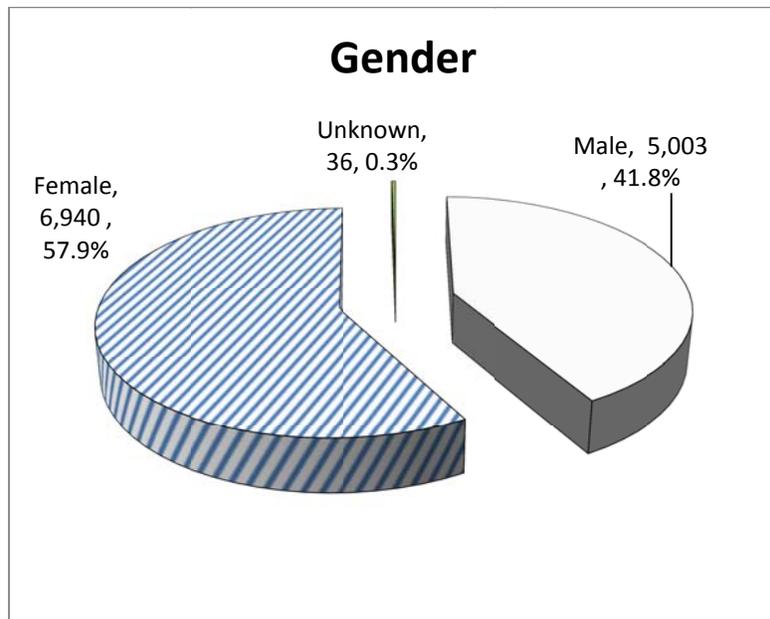
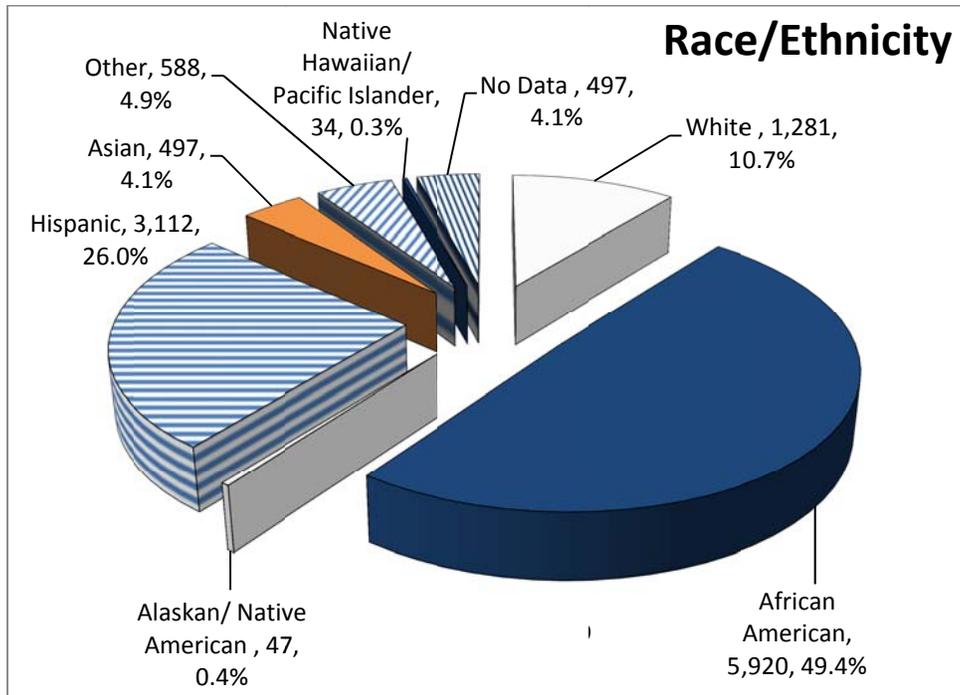
	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	2809	42.8%	2230	41.2%	5039	42.1%
Female	3760	57.2%	3180	58.8%	6940	57.9%
Total	6569	100.0%	5410	100.0%	11979	100.0%

Table II.C.3.c: Undergraduate Enrollment by Age, Fall 2012

	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	93	1.4%	272	5.0%	365	3.0%
18-19	1,865	28.4%	601	11.1%	2,466	20.6%
20-21	1,453	22.1%	918	17.0%	2,371	19.8%
22-24	990	15.1%	1,003	18.5%	1,993	16.6%
25-29	797	12.1%	846	15.6%	1,643	13.7%
30-34	487	7.4%	538	9.9%	1,025	8.6%
35-39	311	4.7%	393	7.3%	704	5.9%
40-49	404	6.2%	515	9.5%	919	7.7%
50-64	160	2.4%	286	5.3%	446	3.7%
65+	8	0.1%	38	0.7%	46	0.4%
Unknown	1	0.0%	0	0.0%	1	0.0%
Total	6,569	100.0%	5,410	100.0%	11,979	100.0%

(Source: IPEDS Fall Enrollment Survey)

FALL 2012 ENROLLMENT by Race/Ethnicity and Gender

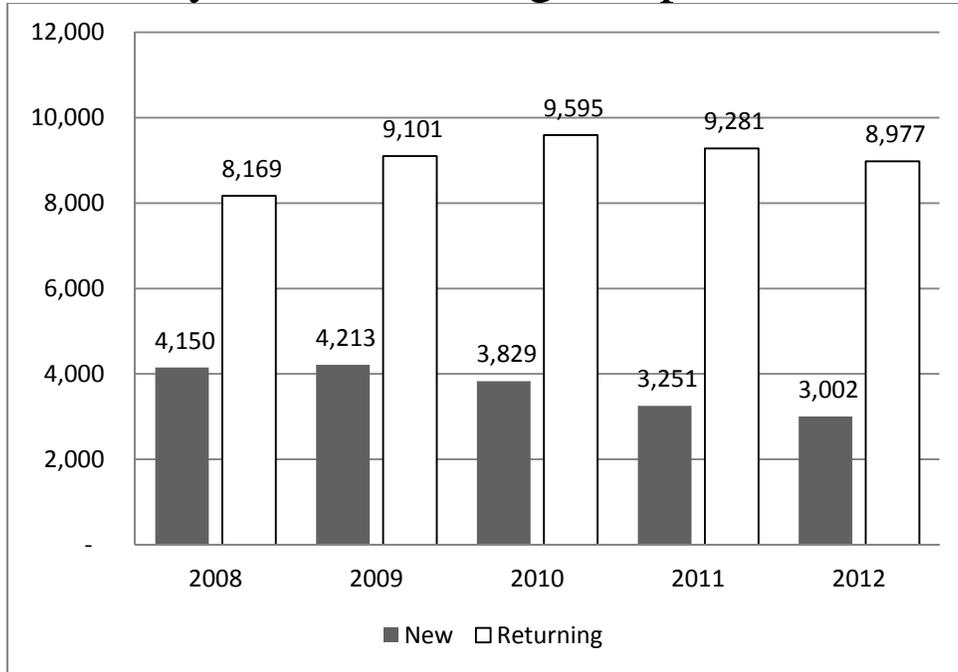


Note: Percent of Race/Ethnicity is different from state data on page 4 as Aliens not included as separate category.

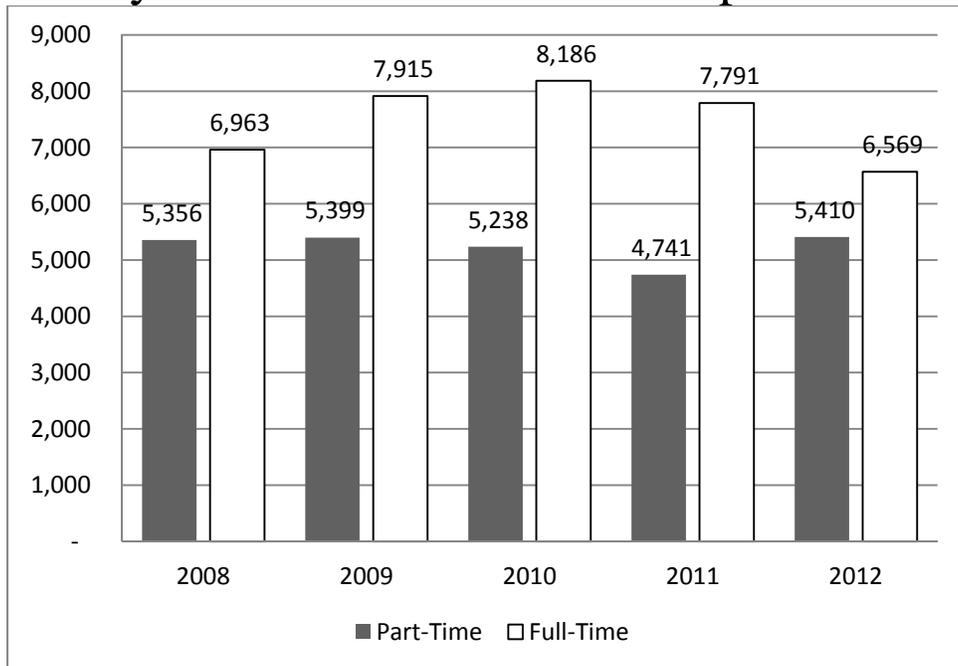
Source: Fall 2012 Enrollment Data

FALL ENROLLMENT 2008-2012

by New/Returning comparison

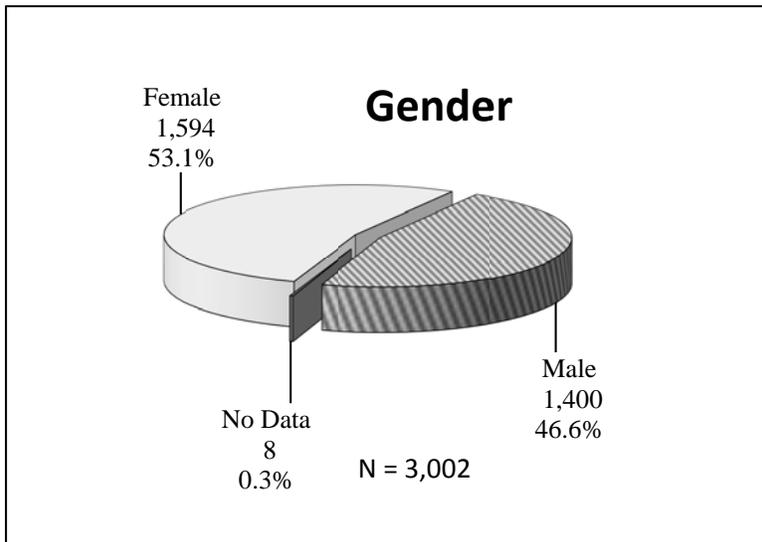
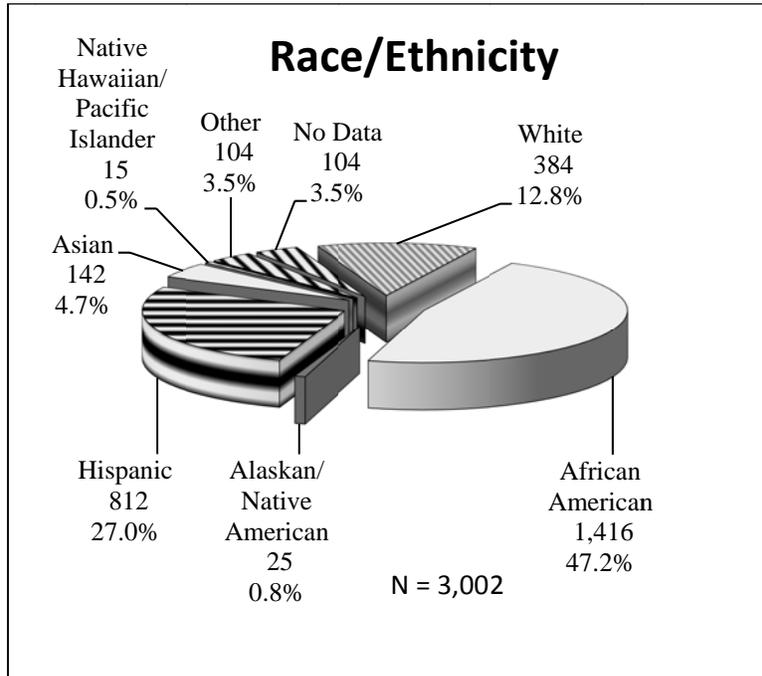


by Full-Time/Part-Time comparison



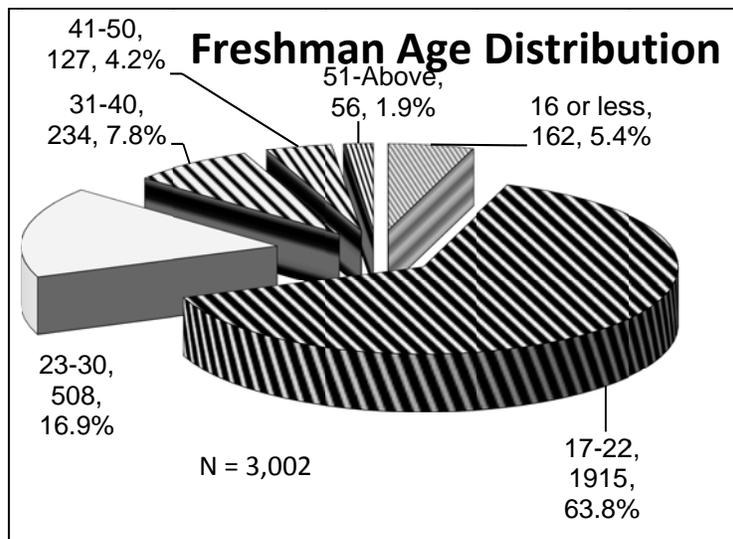
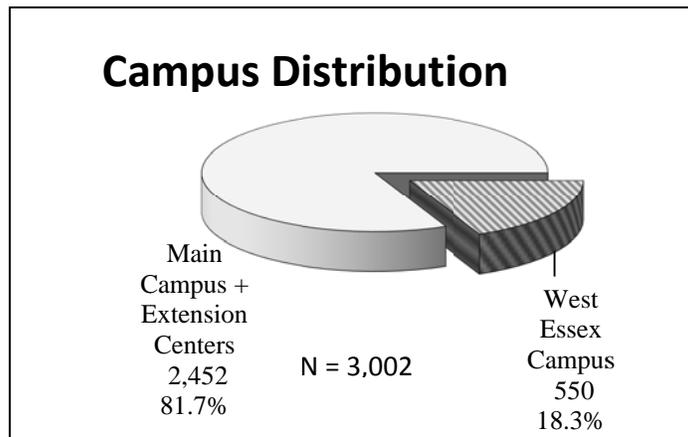
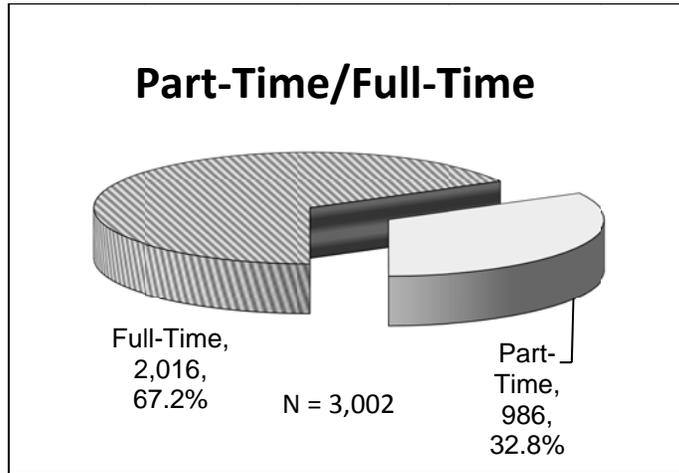
Source: ECC Fall Enrollment Data

FALL 2012 FRESHMAN PROFILE



Source: Fall 2012 Enrollment Data

FALL 2012 FRESHMAN PROFILE



Source: Fall 2012 Enrollment Data

4. Numbers of students receiving financial assistance under federal-, state-, & institution-funded aid program: AY 2011-12

	Recipients	Dollars (\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	8,791	32,393,000	3,684.79
College Work Study	238	529,000	2,222.69
Perkins Loans		0	
SEOG	322	237,000	736.02
PLUS Loans		0	
Stafford Loans (Subsidized)		0	
Stafford Loans (Unsubsidized)		0	
SMART & ACG or other		0	
<u>STATE PROGRAM</u>			
Tuition Aid Grants (TAG)	4,205	6,563,000	1,560.76
Educational Opportunity Fund (EOF)	1,195	975,000	815.90
Outstanding Scholars (OSRP)		0	
Distinguished Scholars	2	1,000	500.00
Urban Scholars	16	9,000	562.50
NJ STARS	43	102,000	2,372.09
NJCLASS Loans	73	394,000	5,397.26
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	396	739,000	1,866.16
Loans		0	

(Source: NJIPEDS Form #41 Student Financial Aid Report)

Note: There were no recipients for Perkins Loans, PLUS Loans, Stafford Loans, and Outstanding Scholars.

5. Percentage of students who are New Jersey residents

Fall 2012 Full-time First-time Undergraduate Enrollment by State Residence

In-State	Out-of-State	Total	% of state residents
2,129	14	2,143	99.3%

(Source: IPEDS Fall Enrollment Survey)

Fall 2012 Undergraduate Enrollment by County Residence

In-County	Out-of-County	Total	% of county residents
10,828	1,151	11,979	90.4%

(Source: ECC Enrollment Data, October 15, 2012)

D. Student Outcomes:

1. Graduation Rates

a. Four-, Five- and six-year graduation rate by race/ethnicity: N/A

b. Two-year and three-year graduation rate

Two-Year and Three-Year Graduation Rate for Full-time First-time Degree/Certificate Seeking Students

Entering Cohort	Total	Graduated within 2 years		Graduated within 3 years	
		N	%	N	%
Fall 2005	1,956	21	1.1%	109	5.6%
Fall 2006	2,466	21	0.9%	130	5.3%
Fall 2007	2,239	23	1.0%	115	5.1%
Fall 2008	2,596	34	1.3%	143	5.5%
Fall 2009	2,671	42	1.6%	198	7.4%

(Source: IPEDS Graduation Rate Survey)

c. Three-year graduation and transfer rate by race/ethnicity

Three-Year Graduation and Transfer Rates of Fall 2009 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

	2009 Cohort		Graduated within 3 years		Transfers (Non-graduates)	
	N		N	%	N	%
White	208		33	15.9%	41	19.7%
Black	1,437		70	4.9%	176	12.2%
Hispanic	696		50	7.2%	75	10.8%
Asian	76		11	14.5%	14	18.4%
Alien	71		20	28.2%	8	11.3%
Other*	183		14	7.7%	29	15.8%
Total	2,671		198	7.4%	343	12.8%

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

(Source: IPEDS Graduation Rate Survey)

2. Third Semester Retention Rates:

a. By attendance status

Third Semester Retention of First-time Degree/Certificate Seeking Students

Entering Cohort	Third Semester	Full-Time			Part-Time		
		Entered	Returned	%	Entered	Returned	%
Fall 2007	Fall 2008	2,239	1,094	48.9%	409	157	38.4%
Fall 2008	Fall 2009	2,596	1,250	48.2%	522	180	34.5%
Fall 2009	Fall 2010	2,671	1,238	46.3%	451	159	35.3%
Fall 2010	Fall 2011	2,646	1,311	49.5%	363	121	33.3%
Fall 2011	Fall 2012	2,276	1,141	50.1%	275	107	38.9%

(Source: IPEDS Fall Enrollment Survey, Part E)

E. Faculty Characteristics:

1. Full-time faculty by race/ethnicity, sex, and tenure status

Fall 2012 Summary (see also page 14).

Legend: **B** = Black; **A/PI** = Asian, Pacific Islander; **H** = Hispanic;
W = White; **Un** = Unknown; No Native Indian

<u>FACULTY (All FT)</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	20	2	6	34	1	63
FT Female	22	7	9	23	1	62
Total	42	9	15	57	2	125

<u>TENURED FACULTY</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	16	1	5	29	1	52
FT Female	19	5	9	19	1	53
Total	35	6	14	48	2	105

(Source: IPEDS Human Resources Survey)

- 84.0% percent of the faculty are tenured.

2. Percent of course sections taught by full-time faculty: Fall 2012

Fall 2011 sections = 1,561
 Taught by Full-time = 452 or 29.0%
 Taught by Part-time = 1,109 or 71.0%
 (Source: Institutional Research)

3. Ratio of full- to part-time faculty: Fall 2012

	Full-time	Part-time	Total
Number	125	608	733
Percent	17.1%	82.9%	100.0%

(Source: IPEDS Human Resources Survey)

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2012

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>
Tenured												
Professors	12	6	4	2	2	2	0	0	1	0	19	10
Associate Prof.	6	6	5	6	3	3	1	0	0	0	15	15
Assistant Prof.	7	4	5	7	0	2	0	2	0	1	12	16
All Others	4	3	2	7	0	2	0	3	0	0	6	12
TOTAL	29	19	16	19	5	9	1	5	1	1	52	53
Without Tenure												
Professors	1	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	3	2	0	0	0	1	0	0	3	3
All Others	4	4	1	1	1	0	1	1	0	0	7	6
TOTAL	5	4	4	3	1	0	1	2	0	0	11	9
Total												
Professors	13	6	4	2	2	2	0	0	1	0	20	10
Associate Prof.	6	6	5	6	3	3	1	0	0	0	15	15
Assistant Prof.	7	4	8	9	0	2	0	3	0	1	15	19
All Others	8	7	3	5	1	2	1	4	0	0	13	18
TOTAL	34	23	20	22	6	9	2	7	1	1	63	62

(Source: IPEDS Human Resources Survey)

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

F. Characteristics of the trustees or governors:

1. Race/ethnicity and sex

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknwn	Total
Male	3	2	1	0	0	0	0	6
Female	0	4	0	0	0	0	0	4
Total	3	6	1	0	0	0	0	10

2. List of trustees/governors with titles and affiliations

<u>Name</u>	<u>Title</u>	<u>Occupation</u>	<u>ETH</u>	<u>GEN</u>
Calvin Souder, Esq.	Chairperson	Attorney	B	M
Elvin Esteves, Esq.	Vice Chairperson	Attorney	H	M
Michellene Davis, Esq.	Treasurer	Attorney/Corporate Executive	B	F
Jeweline Grimes	Secretary	Community Outreach Coordinator	B	F
Joseph Fiordaliso	Trustee	Commissioner of the NJ Board of Public Utilities	W	M
Rev. Reginald T. Jackson	Trustee	Bishop	B	M
Stacey LG Jennings	Trustee	Corporate Executive	B	F
Rita Sallis	Trustee	Corporate Executive	B	F
Thomas P. Scrivo, Esq.		Attorney	W	M
Joseph Zarra	Trustee	Essex County Executive Superintendent of Schools	W	M
Interim President Gale E. Gibson, ex-officio member				

(Source: President's Office)

Note: ETH – Ethnic Background; GEN – Gender

3. URLs of webpages with information on trustees/governors

http://www.essex.edu/admin/ecc_trustee_members.html

G. Profile of the institution

1. Degree and Certificate Programs by Divisions/Departments

DIVISION OF ALLIED HEALTH

Dental Assisting, C
Dental Hygiene, AAS
Dietary Management, C
Health Science, AS
Physical Therapist Assistant, AAS
Radiography, AAS
Respiratory Care, AS
Vision Care Technology, AAS

DIVISION OF BILINGUAL STUDIES

Liberal Arts: Spanish Language Option, AA

DIVISION OF BIOLOGY AND CHEMISTRY

Biology, Pre-Medicine, AS
Biotechnology, AAS
Biotechnology, C
Chemical Technology, AAS
Chemical Technology, C
Chemistry, AS
Environmental Science, AAS
General Science, AS

DIVISION OF BUSINESS

Accounting, AAS
Accounting, AS
Business Administration, AAS
Business Administration, AS
Business Administration: Financial Services Option, AAS
Business Administration: Hospitality Management Option, AAS
Business Administration: Microcomputer Applications Option, AAS
Business Administration: Office Adm. and Computer Tech. Option, AAS
Business Career Development, C
Business Paraprofessional, C
Information Systems Office Operations, C
Internet – Web Page Design Specialist, C
Microcomputer Systems Applications, AAS
Office Assistant Program, C Word Processing Program, C

Degrees and Certificate Programs continued:

DIVISION OF ENGINEERING TECHNOLOGIES AND COMPUTER SCIENCE

Applied Computer Science, AS
Architectural Technology, AAS
Civil Construction Engineering Technology, AAS
Civil Construction Engineering Technology: Land Surveying Option, AAS
Computer-Aided Design Technology, C
Computer Information Systems, AS
Computer Science, AS
Electronic Engineering Technology, AAS
Energy Utility Technology, AAS
Engineering, AS
Geographic Information Systems, C
Internetworking Technology, C
Mechanical Engineering Technology, AAS
Mechanical Engineering Tech: Manufacturing Engineering Tech. Option, AAS
Network Technology, C
Technical Studies, AAS
Technical Studies Program, Uniform Construction Code Tech. Option, AAS

DIVISION OF HUMANITIES

Art, AA
Art, C
Digital Media & Electronic Publishing, C
Liberal Arts, AA
Liberal Arts: Africana Studies Option AA
Liberal Arts: Communications Option, AA
Liberal Arts: Journalism Option, AA
Music, AS
New Media Technology, AAS

DIVISION OF MATHEMATICS AND PHYSICS

Mathematics, AS

DEPARTMENT OF NURSING

Nursing, AAS
Nursing, LPN Articulation Option, AAS
LPN Certificate Program, C

Degrees and Certificate Programs continued:

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate Certification Program

Criminal Justice, AS

Education, AA

Human and Social Services AAS – offering specializations in Psychology, Alcohol and Substance Abuse and Social Work

Human and Social Services, C

Legal Secretary Certificate, C

Nurse Paralegal Certificate, C

Massage Therapy, C

Paralegal Certificate, C

Paralegal Studies Program, AS

Physical Education, AS

Psychosocial Rehabilitation and Treatment Program, AAS

Social Science, AS

COMMUNITY AND CONTINUING EDUCATION

Building Code Technology, C

Electrical Code Technology, C

Fire Code Technology, C

Plumbing Code Technology, C

2. Other

Articulation Agreements:

Berkeley College

Bloomfield College

Centenary College

Clark Atlanta University

Drexel University

Fairleigh Dickinson University

Felician College (nursing)

John Jay College of Criminal Justice

Kean University of New Jersey

Mercy College

Montclair State University

New Jersey City University

New Jersey Inst. of Technology

New York University

Palmer College of Chiropractic

Rutgers University

St. Peter's College

Seton Hall University

Thomas Edison State College

University of Phoenix

William Patterson College

H. Major research and public service activities:

See Appendix A on grants received 2012-2013.

I. Major Capital projects underway in FY 2013:

Completed Roof Replacement project at the Physical Education Building (PEB).

Working on the Physical Plant Upgrade project, Tutoring Labs, and Classrooms Renovation project (Installation of Epson Projectors, Computers, Podiums, and White Boards).

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2012 - 2013

**Essex County College
2012-13 External Funding**

Predominantly Black Institutions Formula Grant \$289,591: U.S. Department of Education Office of Postsecondary Education, funding will be used to implement three comprehensive activities that address the needs of our student population who are in need of mathematics and English remediation. Activities will be provided through an integrated array of proven strategies, including block scheduled learning communities, peer-assisted supplemental instruction, recitation sessions, group counseling, and accelerated remedial education. The three activities will include: 1) Developmental Education; 2) Support for a special population; and 3) Retention strategies.

Carl D. Perkins Vocational & Technical Education Act \$673,105: New Jersey Department of Education, the purpose is to support the Tutorial Support for Workforce Certification & Programs which provides round-the-clock online tutorial support to workforce students in Engineering, Business, Allied Health and STEM majors; to support the Nursing Program with integration of patient simulation into the curriculum through equipment purchase and faculty training; to support the Environmental Science program through the purchase of instructional supplies such as a chromatograph which helps students understand current concepts in environmental testing, and desktop computers to be used for the collection, manipulation and analysis of data; to support the Engineering Technology and Computer Science Program with the purchase of equipment and instructional supplies that will help design and implement better hands-on labs and project based learning modules that will meet industry standards and satisfy ABET accreditation recommendations; to support the Allied Health/Radiography program with the purchase of digital radiography equipment. This will ensure that graduates of the Radiography program continue to have relevant knowledge and skill to successfully compete in the workforce; to support the Business Division with equipment upgrades for two computer classrooms which offer CIS courses; to support the Student Development and Counseling program with staff who will assist students enrolled in the CEE course with understanding career paths associated with their majors, exploring occupations, making sound career decisions, setting goals and implementing career plans; to support a video/audio equipment upgrade to the instructional broadcast facility within the academic communications program under the Media Production Technology Center; to support the New Media Technology/Humanities Lab, with instructional equipment upgrades such as green screens, HD cameras, and DSLR cameras as a way to attract more students to the New Media Technology and Digital Media programs; to support faculty development that will be offered to both full-time and part-time faculty in instructional technology and its integration into curricula; and to provide maintenance and administrative support to all Perkins funded programs.

Gateway to College Program \$1,262,535: Wal-Mart Foundation via the Gateway to College National Network, to provide alternative pathways to out-of-school youth. An arrangement between Essex County College and Newark Public Schools allows program participants to satisfy their high school requirements by completing designated course work at the college while also pursuing their associate degree. Participants will be awarded their high school diploma from their home district, while also having accumulated significant college credit.

Adult Basic Education Grant \$1,424,029: New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED preparation.

Educational Opportunity Fund \$577,456: New Jersey Commission on Higher Education, purpose to provide access to higher education for those who have been burdened with economic and educational disadvantages.

Student Support Services \$409,206: U.S. Department of Education, to improve the retention and graduation rate of economically disadvantaged, first generation of college students through basic skills instruction and ancillary support services.

Project Degree \$63,819: Gateway to College Network, to provide 18-26 year olds who have earned a high school diploma with developmental education as a cohort in a learning community environment in an effort to prepare them for college-level course work.

Pathway to College \$11,163: City of Newark, to provide students who have dropped out of high school with the opportunity to earn their high school diploma and in the process also earn college credits towards an associate's degree.

Training, Inc., \$649,708: Essex County Division of Training and Employment, to support vocational training for TANF (Temporary Assistance for Needy Families) clients, job search for TANF clients, GED practice testing and Basic Skills for older youth.

Training, Inc., \$351,375: County of Essex, to provide vocational training, job search assistance, GED Practice Test, basic skills assessment and referrals.

Training, Inc., \$196,900: Mayor's Office of Employment and Training, to provide vocational training, job search and work readiness skills in addition, to supporting the Blue Cross Blue Shield Initiative and the Youth Services Commission.

Training, Inc., \$100,000: Prudential Foundation, to provide general operating support.

Training, Inc., \$70,000: Victoria Foundation for general operating support.

Training, Inc., \$10,000: The Local 1199J/Youth Transition to Work (New Jersey Department of Labor), to provide training in the area of Certified Nurse Aide.

Northern New Jersey Healthcare Consortium Grant \$335,401: Bergen Community College, to provide 95 low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector.

Health Information Technology Grant \$116,730: U.S. Department of Health and Human Services, to provide training that prepares students for employment in the electronic healthcare information technology industry.

Child Development Center \$112,251: U.S. Department of Human Services, funding is to support Abbott eligible students.

Certified Homemaker (TANF) \$100,000: NewarkWorks One -Stop Center, to provide vocational training in Certified Home Health Aide careers to TANF (Temporary Assistance to Needy Families) clients.

Next Step Program \$96,000: Rutgers University, to assist individuals from halfway and recovery houses with re-entry into society.

Division of Youth and Family Services \$91,971: New Jersey Department of Human Services, to provide parenting skills training for DYFS referred clients which includes interactive observations between parent and child.

Law Enforcement Officers Training and Equipment Fund \$79,630: New Jersey State Division of Criminal Justice Police Training Commission, to support the development and provision of basic and in-service training courses for law enforcement officers and the purchase of training equipment.

Louis Stokes Alliance for Minority Participation (LSAMP) \$45,048: National Science Foundation, to provide a three part program that includes recruitment of scholars, financial support, and academic support of students interested in pursuing a degree in the Science, Technology, Engineering and Math (STEM) fields.

Community Traffic Safety Program \$8,608: State of New Jersey, to promote traffic safety throughout Essex County through education, enforcement, and engineering that will include DWI, Occupant Protection, Distracted Driving, Pedestrian Safety, and Age Related Driving Improvement awareness.

College Access Challenge Grant \$7,500: New Jersey Commission on Higher Education, purpose to provide direct assistance to students and their families in completing and submitting the Free Application for Federal Student Aid (FAFSA).

Child Development Center Food Program \$6,896: New Jersey Department of Education, to provide nutritious meals to youth enrolled in the summer programs.

Health Professions Opportunity Grant \$1,570,869: Bergen Community College, to provide 95 low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector. ECC will train participants in the following Allied Health Certification Programs: CNA (Certified Nurse Assistant), CCMA (Certified Clinical Medical Assistant), CHHA (Certified HomeMaker Home Health Aide), PCT (Patient Care Technician), Pharmacy Tech., and Telemetry Tech. ECC also received an additional **\$184,902** under the Health Professions Opportunity Grant, to conduct an Impact Study on the participants of the Northern New Jersey Healthcare Professions Consortium (NNJHPC) Grant.

Reemployment & Eligibility Assessment \$244,020: New Jersey Department of Labor and Workforce Development, to provide workshops for the unemployed eligible for an extension of their Unemployment Insurance benefits. Claimants are scheduled by LWD to come to ECC and receive career information, labor market trends, online resources to assess their skill levels and identify potential gaps for successfully re-entering the workforce, college-based websites, and educational tools designed to augment their ability to become gainfully employed.

Literacy4Jersey Consortium \$154,600: US Department of Labor, to provide Essex County residents who may or may not have a high school diploma or GED with targeted instruction to prepare them for the GED, to achieve a recognized industry credential, to acquire the skills necessary to enter a job training program or to enter direct employment.

Customized Training Grant \$144,200: U.S. Department of Labor, to work with a client - Youth Consultation Services (YCS).

Adult Learning Center Supplemental Grant \$105,532: Mayor's Office of Employment and Training, to provide GED preparation and vocational training.

Single Stop Grant \$53,625: Single Stop USA funds to operate s Single Stop site at Essex County College.